The School Health Assessment and Performance Evaluation System (SHAPE System) offers a virtual work space for a school mental health team to document, track, and advance quality and sustainability improvement goals as well as assess trauma responsiveness. Many school districts across Indiana and the United States are using the SHAPE System, in varying degrees, to obtain customized school and district level progress reports and useful resources to improve system quality and sustainability. There is no limit to how many districts can participate in the SHAPE system and districts can work in local teams to complete the assessments without assistance from IDOE.

Additional resources:
- SHAPE website, Training webinar, School Mental Health Teaming Playbook: Best Practices & Tips from the Field,
- School Mental Health Screening Playbook: Best Practices & Tips from the Filed

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SHAPE Team: We convened a district level team across several departments that are working to align our current mental health supports with district systems and initiatives and our multi-tiered systems of supports. The team members included our associate superintendent for family, school and community partnerships, directors for attendance and school counseling, director of psychological services, director of student supports, director for family and community engagement and director of neuroeducation.

Next Steps: Our district was awarded the Lilly Comprehensive Counseling Grant in the fall. We plan to use the information we gathered as part of that application process and the SHAPE audit to begin aligning mental health systems, practices and resources across our schools and the student support and social emotional teams currently meeting. We would like to have targeted schools complete the School Level Quality Assessment Tool and utilize the resources from the TRS assessment to increase our interventions for students and families affected by trauma.

Benefits/Outcomes: As a larger district with an array of services, supports, and community partnerships the process of completing the SHAPE Quality Assessment Tool allowed us to better focus on gaps and needs of our schools. Additionally, the results lend themselves to actionable steps which allows for the development of more targeted short term and long term goals. This is important for schools as they are trying to meet the immediate needs of students and families, but also, for long term planning to ensure we are aligning evidence based resources and practices within our multi-tiered systems of supports. Finally, having a domain that asks specifically about trauma and targeted programs has been helpful in shaping our thinking about next steps both internally for training purposes, and externally as we identify programs and services with our community partners.

Barriers: The primary barrier for the District Assessment Tool is ensuring the results capture the true current state so results lead to meaningful and actionable next steps. For us, it was important to have team members that were familiar with not just our multi-tiered systems and programs, but also the level of implementation across our 40 schools.

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